

## FS2 Medium Term Plan

**Spring Term 1 - Animal Kingdom**

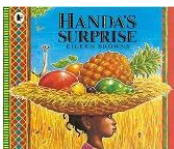
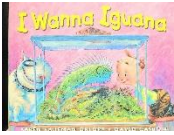
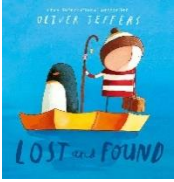
**Week 5**

**Key Dates/ Events:**

10<sup>th</sup> February - Chinese New Year Week 5


\*Dinosaur WOW Day Week 5

\*Start Forest School

Focus Texts	Communication and Language	Personal, Social and Emotional Development	Physical Development Gross Motor	Physical Development Fine Motor	Reading	Maths
   <p><b>Non-fiction</b> <b>Penguins</b> <b>Non-Fiction</b> <b>Dinosaur</b> <b>text</b></p>	<p>Explore the meaning and use of new language linked to retelling stories and new themes.</p> <p>Concentrate, listen and join in group discussions and ask why questions.</p> <p>Remember key points from stories and discussions to retell and sequence.</p> <p>Use language to create imaginary events, storylines and themes.</p> <p>Talk using complete sentences when expressing themselves and when asking / answering questions.</p> <p>Respond to stories, talking about what might happen next/key points.</p> <p>Use talk to organise, sequence and clarify their thinking, feelings and ideas.</p>	<p>To recognise own self as a valuable individual and why they are special, and accepting praise.</p> <p>Understand how their actions affect others.</p> <p>Begin to resolve conflicts independently.</p> <p>For children to begin to use the reflection area to self-regulate and talk about their emotions.</p> <p>Show resilience and perseverance in new and challenging activities.</p> <p>To explain which activities they like /dislike and choose the resources that they need for them.</p> <p>Continue to form positive relationships with both adults and peers.</p> <p>Ask for help when needed.</p>	<p><b>Dance</b></p> <p>Beginning to negotiate space carefully.</p> <p>Travelling with confidence and skill when moving around others.</p> <p>Starting to experiment with different types of movements.</p> <p>Explore moving in different ways: walk, run, jump, hop, skip, roll, climb, balance</p> <p>Listen and respond to a signal: bells means stop/ silent</p> <p>Using different body parts to balance and hold a shape.</p> <p>Copying movements from the African dance tutorial</p> <p>Using equipment safely – bikes/ scooters/ hoops/ balls/ stilts/ stepping stones</p>	<p>Explore different tools and being able to use them safely with increasing control e.g. scissors, pencils, pens, markers, paint brushes, dough tools etc.</p> <p>Hold a mark making tool securely in a preferred hand.</p> <p>Begin to show anti-clockwise movements and retrace vertical lines</p> <p>Use a pencil effectively to write recognisable letters, especially letters in their own name.</p> <p><b>* Writing opportunities (Literacy, phonics, provision)</b></p>	<p>Little Wandle Phonics Scheme Spring 1</p> <p>Sequence events from a familiar story.</p> <p>Talk about the beginning, middle and the end of stories.</p> <p>Predict what may happen next in a story.</p> <p>Begin to use their imagination to create alternative endings to stories.</p> <p>Use vocabulary and events on stories to support their play and ideas.</p> <p>Choose and share books that they are interested in and use books to find out information.</p> <p>From texts read, retrieve and recall dinosaur facts and share with others.</p> <p>Read simple words and simple sentences.</p>	<p>To find one more or one fewer from a group of up to five objects, then ten objects.</p> <p>To use the language of direction when programming toys.</p> <p>To begin to experiment with length and height.</p> <p>To begin to compare length and height.</p> <p>Wk1 – 1 more/less than 10 &amp; directional language</p> <p>Wk2 – Addition within 10</p> <p>Wk3 – Subtraction within 10</p> <p>Wk4 – Patterns AAB/ABB/AABB</p> <p>Wk5 – Measure - length</p>

	*Daily home time story		<p>Building up strength and co-ordination by using wheeled toys – pushing, pulling, pedalling, balancing and steering.</p> <p>PE: Dance - Africa</p>		<p>Blending sounds of known letter-sound correspondence.</p> <p>Continue to read the tricky words on their keyring.</p> <p>Talk about their reading for pleasure books.</p> <p>*Keyrings *Reading book *Reading for pleasure book</p>	
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Writing	Understanding the World Past and Present	Understanding the World People, Culture and Communities	Understanding the World The Natural World	Expressive Arts and Design Creating with materials	Expressive Arts and Design Being Imaginative and Expressive
<p>Use a pencil effectively to write recognisable letters and their first name.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Spell simple and familiar words correctly or which are phonically plausible.</p> <p>Begin to show awareness of capital letters and full stops in sentences.</p> <p>Begin to write a simple sentence which can be read by themselves.</p> <p>Wk 1 – Handas Surprise – JC scheme</p> <p>Wk 2 – I wanna iguana – JC scheme</p> <p>Wk 3 – Lost and found – JC scheme</p> <p>Wk 4 – Penguins – JC scheme</p> <p>Wk 5 – Dinosaurs – JC scheme</p> <p><a href="#">All writing to link to JC units of work</a></p>	<p>Showing an awareness of past and present.</p> <p>Use language to describe the past e.g. In the past...</p> <p>Animal Kingdom: Recognise that dinosaurs were alive in the past/ extinct in the present.</p> <p>Other: Recognising and describing special times or events, Chinese New Year, pancake day</p>	<p>Recognising that people have different beliefs and celebrate special times in different ways; Chinese New Year</p> <p>Recognising some similarities and differences between life in this country and life in other countries; Compare animals in Africa/ jungle/ arctic</p> <p>Handa’s surprise - jewellery</p> <p>Starting to show an interest in different ways of life; Handa’s Surprise – walking to get food</p> <p>Naming and describing people who are familiar to them</p> <p><b>RE – Which places are special and why?</b></p> <p>To talk about somewhere that is special to themselves and saying why.</p> <p>To be aware that some religious people have places which have special meaning for them.</p> <p>To talk about the things that are special and values in a place of worship.</p> <p>To identify some significant features of sacred places.</p>	<p><b>Forest Friday</b></p> <p>Nature boards</p> <p>Leaf sewing</p> <p>Colour matching</p> <p>Talking about why things happen and how things work;</p> <p>Understanding more about growth, decay and changes over time;</p> <p>Understanding the effect of changing seasons on the natural world around them: observing and discussing the changes to our school grounds, during the winter months.</p> <p>Identifying features of living things- links to animal’s topic. What kind of animal might live in the woodland area? Make using natural materials.</p> <p>Exploring the natural world around them and describing what they see, hear and feel whilst outside.</p> <p>Recognising some environments that are different to the one in which they live; discuss during comparison of animal from Africa/ Jungle/ Arctic</p>	<p>Safely using and developing cutting skills, using different types of scissors, Use a variety of tools safely e.g. hole punch, split pins for joining, tape, glue etc.</p> <p>Understand that different media (paper and split pins) can be combined to create new effects when creating a moving jungle animal.</p> <p>Experimenting with pastels and a smudging technique to create zebra stripes on black paper.</p> <p>Make salt dough- mixing the ingredients together. Using specific tools purposefully. Create fossils by exploring a pressing technique to imprint dinosaur models into the salt dough.</p> <p>Explore paint (colour mixing) when painting jungle animals. Looking at the colour and tones used.</p> <p>Develop their drawing skills – Sketch animals from the jungle. Looking closely at the shape and line.</p> <p><b>Adult-Led Activities:</b> <b>Wk1&amp;2 –Pastel zebra print</b></p>	<p>Explore the role play and small world areas to develop their imagination: jungle explorers role play area &amp; dinosaur small world tray.</p> <p>Sing songs linked to the terms themes. Using songs and rhymes to tell stories.</p> <p>Combine new combinations of movement to learn an African dance routine in PE.</p> <p>Create dances and a sequence of movements linked to this terms themes.</p> <p><b>Music – Charanga Unit – My Stories</b></p> <p>To find the pulse as one of the characters from the song.</p> <p>To copy-clap the rhythm of small phrases from the songs</p> <p>To explore high pitch and low pitch in the context of the songs.</p>

		<p>To recognise a place of worship</p> <p>To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>		<p>Wk3&amp;4 – African silhouette painting</p> <p>Wk5 – Dinosaur salt dough fossils</p> 	
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